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ABSTRACT

This administrator's and supervisor's manual, one in a series of nine staff development guides prepared by the Philadelphia School District, clarifies roles and responsibilities of various staff members and parents in providing programs to meet the career and vocational education needs of mildly to moderately handicapped students. Designed to be relevant to the specific needs of central and district office vocational administrators and supervisors, this manual is organized into six sections. The first section provides an overview of vocational and career education of handicapped students from the administrator's and supervisor's perspectives. Topics covered include program administration, program development plans, competency-based instruction, staff development, program monitoring and feedback, and the special education checklist for principals. This section is followed by references and information on specific role responsibilities, including a specific responsibilities grid. The last three sections of the booklet consist of a summary of administrators' responsibilities, selected readings, and an annotated bibliography. Two appendixes explain competency-based vocational instruction and vocational advisory committee duties. (KC)

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ADMINISTRATORS AND SUPERVISORS

Career Planning and Vocational Programming for Handicapped Youth

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October 1981

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FOREWORD

The issues of civil and human rights for the handicapped have had a major effect on our society. Several pieces of federal legislation, later adopted as state regulations, have been at the forefront of change in the delivery of special education services. This legislation includes The Education for All Handicapped Children Act (P.L. 94-142), The Vocational Rehabilitation Act, Section 504 (P.L. 93-112), and The Amendments to the Vocational Education Act (P.L. 94-482).

All of these mandates describe our society's commitment to quality programs for handicapped students, including special attention to career and vocational development.

Each law also outlines and requires adherence to the concept of "least restrictive environment"--the notion that, to the maximum extent appropriate to their needs, handicapped students should be educated with their nonhandicapped peers. A handicapped student should not be placed in a segregated or restrictive setting unless it can be shown that the student cannot benefit from a less restrictive program, even with the use of supplementary aids and services.

These manuals have been developed to clarify roles and responsibilities of school staff and parents in providing programs to meet the career and vocational education needs of mildly to moderately handicapped students. I believe that you will find the materials extremely helpful. I commend their use and application in the interest of forwarding our commitment to the provision of outstanding educational opportunities for our exceptional students.

Michael P. Marcase
Superintendent of Schools

PREFACE

The Division of Career Education and the Division of Special Education of the School District of Philadelphia are proud to introduce this series of manuals on critical aspects of career education for exceptional students. Our dialogue in planning these books has strengthened our conviction that including career education instructional goals at every grade level is essential to the development of an appropriate program for all children.

The manuals reflect the Philadelphia School District's efforts to implement the following Career Education goals for exceptional students:

1. To assure that all students leave the Philadelphia schools with the skills, knowledge, and attitudes necessary to gain and maintain employment or to continue their education or training to the fullest extent possible
2. To make all career development and vocational programs accessible to all students without regard to sex or other traditional occupational stereotypes
3. To assure the accessibility of all career development and vocational programs to students with handicaps
4. To increase school-related work site experiences and employment opportunities for in-school youth
5. To assure that occupational training programs respond to the present and projected employment needs of the community

Faith in the exceptional student's capabilities is critical in achieving these goals. Every student can learn, and it is incumbent upon us as educators to ensure that students do learn to the best of their individual ability. An increased awareness of career education programs and our related roles--as administrators, teachers, counselors, and parents--will foster the development of an educational program that realizes the potential of each exceptional child. It is with this approach in mind that these materials have been developed, and we urge you to use them to improve instructional programs for exceptional students.

Win L. Tillery
Executive Director
Division of Special Education

Albert I. Glassman
Executive Director
Division of Career Education

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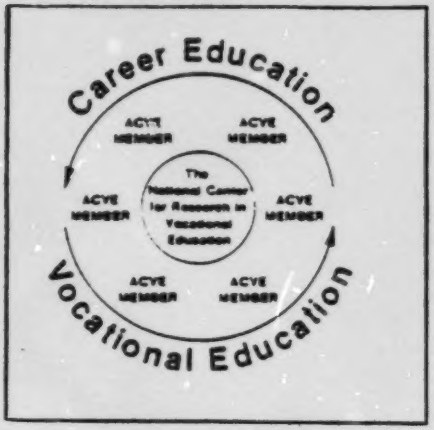
INTRODUCTION

The Alliance for Career and Vocational Education is a consortium of school districts from across the country and the National Center for Research in Vocational Education at The Ohio State University. The consortium was formed so that school districts and the National Center could work together on common priorities in career and vocational education.



This cooperative arrangement creates a "multiplier effect" whereby each school district, in addition to the outcomes and services for which it has contracted, also receives the products developed by other Alliance members. Thus, school districts are able to develop and implement comprehensive programs at far less expense than would be possible by working alone. The outcomes of the Alliance research and development efforts have enabled member districts to provide increased flexibility in career and vocational education programs that address the needs of all students. Alliance training programs and materials have also enabled members to expand from traditional forms of instruction to the development and management of individualized programs.

The enactment of legislation and the subsequent development of regulations and guidelines affecting education for handicapped individuals have a major impact on vocational education and its collaboration with special education.

The School District of Philadelphia contracted with the National Center for Research in Vocational Education, the Alliance for Career and Vocational Education, for assistance with the development of a comprehensive staff development plan for special and career education for handicapped youth. This project resulted in the development of the Policy and Procedures Manual and eight role-specific training manuals that comprise a comprehensive staff development package for collaboration between special and vocational education in the School District of Philadelphia.

The materials have an overall theme of "Career Planning and Vocational Programming for Handicapped Youth." The Policy and Procedures Manual is designed to provide a conceptual and programmatic overview of the career planning and vocational programming processes for handicapped youth in the Philadelphia School District. The manual communicates Philadelphia's commitment to appropriate career planning and vocational programming for handicapped youth. The eight training manuals are designed to be relevant to the specific needs for the following groups:

- Administrators and Supervisors
- Principals
- Teachers
- Supportive Service Personnel
- Psychologists
- Student Evaluation Personnel
- Counselors
- Parents

Each manual contains an overview of the opportunities for each school staff or faculty member to assist handicapped youth in career planning and vocational education. In addition, the manual contains role-specific responsibilities, including activities and projected outcomes.

Policy and Procedures Manual

Major emphasis is placed on the functions of the Child Study Evaluation Team (CSET) and the development of the Individualized Education Program (IEP) as structures for conducting the assessment, evaluation, and follow-through for vocational placement and supportive services. The manual also includes information on full service implementation of vocational programming for handicapped youth and the procedures necessary for the monitoring and evaluation of programs.

The Policy and Procedures Manual further identifies the definitions and legal implications that provide the guidelines for programmatic structure and focuses on the process and procedures necessary to provide career planning and vocational programming for handicapped youth. Also included are a glossary, several appendices, and a comprehensive bibliography containing state-of-the-art reference materials.

The Policy and Procedures Manual and role-specific manuals are to be presented as a part of a comprehensive staff development plan designed to assist school staff in providing career planning and vocational programming of the highest quality.

Acknowledgement is given to the following people from The School District of Philadelphia who served as members of a task force in the development of this manual: Marion Holmes, John Abbott, Henry Baldwin, Alic Waskhco, and Georgia Zeleznick. Special acknowledgement is given to Georgia Zeleznick, and Rhe McLaughlin, Division of Special Education, who facilitated the preparation of all the manuals in this series.

To the staff of the National Center for Research in Vocational Education, The Ohio State University, acknowledgement is given as follows: Carol J. Minugh, Dian Morse, principal writers; Linda Buck, Janie B. Connell, principal reseachers; Regenia Castle and Beverly Haynes, technical assistance; and Janet Kipilnger and Brenda Sessley, editors.

OVERVIEW FOR ADMINISTRATORS AND SUPERVISORS

Program Administration

Effective central and district office administration of vocational education programs for handicapped students involves several key factors:

- Intense commitment from the highest levels of authority in the school district
- Development and implementation of a long-range, conceptually sound plan for program development
- Ongoing cooperation and linkage with all relevant school district programs and services
- Ongoing curriculum development designed to ensure that instruction is relevant to the job market and student needs
- Ongoing staff development designed to address effective program implementation

The commitment necessary for the design and implementation of quality programming in vocational education for the handicapped was initially expressed in the Philadelphia Intermediate Unit Plan through the statement of general goals and objectives. The development of the Policy and Procedures Manual in this series of documents, as well as the development of this specific manual for central or district office administrators and supervisors, provide a more thorough description of this commitment. The commitment can be measured through careful evaluation of vocational education placements and student progress in those placements in the immediate future.

The commitment is reinforced through the administrative structure developed by the school district. Both the Division of Special Education and the Division of Career Education report directly to the Associate Superintendent for External Operations, who has administrative authority in the intermediate unit structure.

Program Development Plans

A long-range plan for program development in vocational education for the handicapped is described in a comprehensive fashion through the Policy and Procedures Manual and the eight role-specific manuals of this series. The following statements provide a review of the major elements of that plan:

- A kindergarten through twelfth-grade curriculum in career development that is already available for regular students shall be implemented with appropriate adaptations for all handicapped students. This effort will be implemented by regular vocational education teachers with support from special education teachers.
- Access to all vocational education programs will be available, when appropriate, for handicapped students.
- The determination of appropriateness and program descriptions will evolve from the multidisciplinary team evaluation (CSET) and IEP development processes. These procedures, which are fully described in the Policy and Procedures Manual, form the framework for all decision making with regard to student planning.

- A strong commitment to parental involvement through parent training programs, adherence to procedural safeguards, and the active encouragement of parental participation in the CSET and IEP processes are expressions of the school district's commitment to parental involvement in the education of handicapped students.

- Adherence to the "least restrictive environment" concept provides that handicapped students will participate in regular vocational programs with appropriate supportive services as the major environmental strategy.

- Alternative vocational education programs will be established for more severely handicapped students so that all handicapped students will experience instruction in the prevocational and vocational domains.

- The Division of Career Education, Division of Special Education, and the district offices will work in a very close, cooperative fashion to design and implement policies and procedures and, subsequently, to provide ongoing support to building principals and through principals to school staff so that the implementation of the long-range plan will be delivered in a cooperative and coherent fashion. The specific responsibilities for each of these offices are described in later sections of this manual.

- Competency-based instruction will be the primary focus for curriculum development and instruction in vocational education programs. Curriculum development will focus on providing an expansion of entry-level job skill training opportunities for mildly handicapped students.

The provision of staff development related to these plans for all administrative and supervisory personnel in their respective offices will be a further expression of the linkages required to implement this plan.

The full cooperative support of both the Divisions of Career Education and Division of Special Education will be utilized to establish a variety of instructional settings so that all handicapped students can receive meaningful instruction in the prevocational and vocational domains. The expertise of the Division of Career Education should be utilized in establishing such activities for more severely handicapped students, with the primary purpose of providing a continuum of service options that will allow for maximum flexibility and movement of students through the continuum. A model for a continuum of vocational education services is provided in the following diagram.

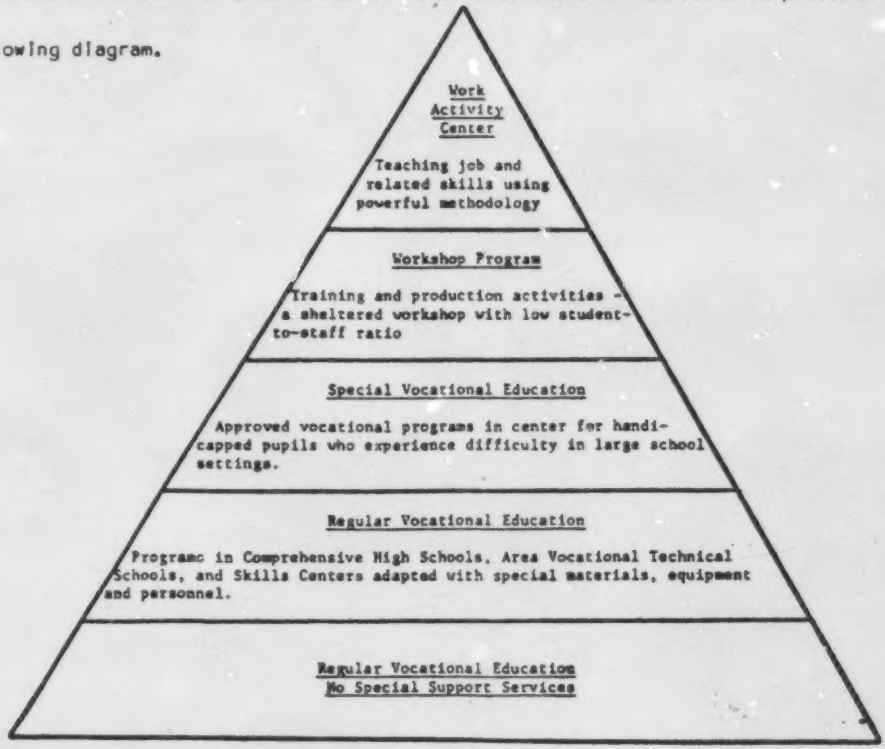

Work Activity Center
Teaching job and related skills using powerful methodology
Workshop Program
Training and production activities - a sheltered workshop with low student-to-staff ratio
Special Vocational Education
Approved vocational programs in center for handicapped pupils who experience difficulty in large school settings.
Regular Vocational Education
Programs in Comprehensive High Schools, Area Vocational Technical Schools, and Skills Centers adapted with special materials, equipment and personnel.
Regular Vocational Education
No Special Support Services

Table 1: Hierarchy of options for vocational education of handicapped pupils, from least to most restrictive.

The expertise of the Division of Spec'al Education and of special education district office staff will be available to the Office of Career Education, school principals, and vocational education teachers so that appropriate instructional adaptations and the application of appropriate related services are available for handicapped students placed in regular vocational education programs.

Competency-based Instruction

Competency-based instruction is the focal point for the delivery of instruction that is relevant to the job market and student needs. A description of the competency-based approach is provided in Appendix A. This approach to instruction is further reinforced through the active participation of advisory committees in vocational education. Materials relevant to the duties of such advisory councils are provided in Appendix B. The application of curricula and instructional adaptations for handicapped students, as well as building accessibility and various other procedural concerns for handicapped students, can be incorporated into the competency-based instructional plan. The Division of Special Education accepts the primary responsibility to provide technical expertise so that these modifications can be understood and implemented.

The competency-based curriculum in vocational education is part of the kindergarten through twelfth grade approach in career development. The application of a comprehensive career development program for handicapped students is viewed, in and of itself, as an instrument for expansion of vocational education opportunities. It should be expected that students will be better prepared to profit from vocational education following their learning experiences in such a career development program.

Staff Development

Ongoing staff development specifically related to effective program implementation is of critical importance. The materials provided in these manuals will be presented to relevant audiences as a beginning point in the implementation of a long-range plan for vocational education. The provision of staff development and ongoing technical assistance will be viewed as a primary function of all administrative and supervisory personnel. Guidelines for effective staff development are provided in this document for utilization by supervisors in the field. A coordinated approach to field supervision between the Division of Special Education, district offices, and the Division of Career Education will be of critical importance in the implementation of this plan. In general, the special education personnel will provide the expertise in the adaptations necessary for meeting the individual needs of handicapped students, while career education will be responsible for supervision and improvement of

instruction related to vocational programming. All Child Study Evaluation Team (CSET) members have staff development responsibilities in terms of their specialties; this ensures adherence to procedural safeguards, the authenticity of the CSET and IEP processes, and general improvement of the evaluation, assessment, and program planning practices. The Division of Special Education is responsible for completing a comprehensive system for personnel development as part of its compliance with the state plan and submission for funding under P.L. 94-142.

Program Monitoring and Feedback

Giving teachers relevant feedback from classroom visits for the purpose of increasing the quality of instructional programs has always posed a problem for school administrators and supervisors. The problem is compounded for special education by the advent of P.L. 94-142 and its rigorous requirements for compliance.

The Special Education Program Checklist was designed to assist personnel in maintaining procedural compliance as well as to provide feedback regarding the quality of the instructional program. The eighteen-item checklist is divided into five major

topic areas:

Individualized Education Plan (IEP)

Record Keeping

Materials and Equipment

Planning for Classroom Interactions

Working with Other Personnel

Included in the Special Education Program Checklist package are the following:

Manual

Cover Page (see Appendix C)

Summary Sheet A (see Appendix C)

Summary Sheet B (See Appendix C)

The manual provides a rationale for every item in the checklist. Demographic data and a space for diagramming the classroom arrangement are provided on the cover page. Summary Sheet A is used to compile observational data over two visits. Summary Sheet B is provided as a means of documenting recommendations that result from teacher/administrator dialogue.

The School District of Philadelphia is committed to the philosophy and concept of individualized instruction for all handicapped students under the guidelines of P.L. 94-142. This project represents an attempt to devise a process for interpreting and

implementing these priorities. It also provides a model for teachers and administrators to work together to ensure the appropriate delivery of services to handicapped students.

The checklist format provides information about the classroom from the perspectives of both teacher and administrator. The teachers are asked to rate their level of attainment for each of the sections in the checklist. During the classroom visit, the administrator also documents observations on each checklist item. Upon completion of the checklist, there is an opportunity for the administrator and teacher to discuss their perceptions of the classroom operation. Finally, an objective goal-oriented recommendation is provided as a functional outgrowth of the checklist. Thus, the results of this dialogue provide specific documented recommendations to be implemented by the teacher, administrator, or other personnel (e.g., counselor, therapist, and so forth).

Each recommendation will be monitored via time lines, and future use of the checklist will provide comparative data to rate progress.

This checklist and manual will facilitate compliance to P.L. 94-142, effective classroom structure, and individualization of instruction. From this process comes a model for relevant, ongoing dialogue between teachers and administrators that will enhance the quality of the instructional program for handicapped students.

Through the implementation of the policies and procedures presented in this manual, further modifications of the Special Education Program Checklist may be needed. However, the conceptual structure and utility of the checklist argue for its use as the basic instrument for administrators and supervisors in terms of interaction with special education teachers. Further, the components of sound special education programming may be viewed as essential components in the provision of comprehensive career education programs, so that the checklist may be used as a starting point for the monitoring of the special education student's involvement in career education programs.

THE SCHOOL DISTRICT OF PHILADELPHIA
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DIVISION OF SPECIAL EDUCATION
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Philadelphia, Pennsylvania 19123

MICHAEL P. MARCASE
Superintendent of Schools

WIN L. TILLERY
Executive Director

Telephone: 351-7221

December 4, 1981

TO: District Superintendents
Principals
Special Education Administrative and Supervisory Personnel

RE: Special Education Program Checklist

Through a federal grant, summer institutes have been designed and provided to principals, vice principals and other school administrators related to special education procedures, programs and resources. The institute accommodated approximately 120 administrators in the period between 1978-1981.

In addition to participating in staff development sessions, the administrators were involved in the development of a classroom observation checklist to be used by principals and other administrators in monitoring special education programs in their schools. It was recognized that providing teachers with relevant feedback from classroom visits for the purpose of increasing the quality of instructional programs posed a problem for school administrators compounded by the advent of P.L. 94-142 with its rigorous requirements for procedural safeguards.

Thus, the Special Education Program Checklist was designed by project participants to assist administrative personnel in providing feedback regarding the appropriateness of the instructional program while maintaining adherence to procedural safeguards. The checklist is divided into five major topic areas: Individualized Education Program Plans, Record Keeping, Materials and Equipment, Planning for Classroom Interactions and Working with Other Personnel.

The Special Education Program Checklist is provided at this time for your careful review. It is anticipated that your study of the Special Education Program Checklist will result in a sense of enthusiasm for its use with teachers which matches that of the administrators who participated in its development. This material is provided to you with the full support of the undersigned administrative offices in the firm belief that the regular use of this instrument will make a significant positive impact in the administration and monitoring of programs in special education.

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MANUAL

SPECIAL EDUCATION
PROGRAM CHECKLIST
FOR PRINCIPALS

SCHOOL DISTRICT OF PHILADELPHIA

Special Education Program Checklist

Developed by
Training Project for Principals and Supervisors
Title VI, EHA-D, P.L. 94-142

School District of Philadelphia

Dr. Michael P. Marcase, Superintendent of Schools
Dr. Bernard R. Rafferty, Associate Superintendent, External Operations
Dr. Win L. Tillery, Executive Director, Special Education
Mr. Thomas C. Rosica, Executive Director, Federal Programs

December 1981

Special acknowledgement is given to Herman Axelrod, Eileen Dwell, and Russell Sgro, who developed the program checklist, and to Charles Colgan and Deborah Stone, editors.

The contents of this manual were developed under a grant from the U.S. Office of Education. However, the contents do not necessarily represent the policy of that agency and endorsement by the federal government should not be assumed.

Special Education Program Checklist

Introduction

Giving teachers relevant feedback from classroom visits for the purpose of increasing the quality of instructional programs has always posed a problem for school administrators and supervisors. The problem is compounded for Special Education by the advent of Public Law 94-142 and its rigorous requirements for compliance.

The Special Education Program Checklist was designed to assist personnel in maintaining procedural compliance as well as to provide feedback regarding the quality of the instructional program. The eighteen (18) item checklist is divided into five major topic areas:

I - Individualized Education Plan (IEP)

II - Record Keeping

III - Materials and Equipment

IV - Planning for Classroom Interactions

V - Working with Other Personnel

Included in the Special Education Program Checklist package are:

Manual

Cover Page

Summary Sheet A

Summary Sheet B

The Manual provides a rationale for every item in the checklist. Demographic data and a space for diagramming the classroom are provided on the coversheet. Summary Sheet A is used to compile observational data over two visits. Summary Sheet B is provided as a means of documenting recommendations that result from teacher/administrator dialogue.

The School District of Philadelphia is committed to the philosophy and concept of individualized instruction for all handicapped students under the guidelines of Public Law 94-142. This project represents an attempt to devise a process for interpreting and implementing these priorities. It also provides a model for teachers and administrators to work together to ensure the appropriate delivery of services to handicapped students.

The checklist format provides information about the classroom from the perspective of both teacher and administrator. The teachers are asked to rate their level of attainment for each of the sections in the checklist. During the classroom visit the administrator also documents observations on each checklist item. Upon completion of the checklist, there is an opportunity for the administrator and teacher to discuss their perceptions of the classroom operation. Finally, an objective, goal-oriented recommendation is provided as a natural outgrowth of the checklist. Thus, the results of this dialogue provide specific documented recommendations to be implemented by the teacher, administrator or other personnel (e.g. counselor, therapist, etc.)

Each recommendation will be monitored via timelines, and future use of the checklist will provide comparative data to rate progress.

This Checklist and Manual facilitate compliance to P.L. 94-142, effective classroom structure, and individualization of instruction. From this process comes a model for relevant, ongoing dialogue between teachers and administrators which will enhance the quality of the instructional program for handicapped children.

About the Cover Sheet

The cover page of the Special Education Program Checklist is designed to establish a profile of the classroom at the time of the administrator's observation. The following describes each item on the cover sheet:

School: (The school name and program location, e.g. Annex, main building, etc.)

Program: (Type of program, e.g. SED, TMR, etc.)

Teacher: (Teacher's full name)

Aide: (Name of aide or aides)

Room #: (Place where class is being held)

Principal/Supervisor: (Full name of person filling out checklist)

Date: (Date of visitation)

Time: (Starting and ending time of visit)

No. on roll: (Total number of student on teacher's roll)

Present in class: (Number of students physically present in classroom at time of visit)

Present in mainstream: (Numbers of students present, but attending mainstream classes at time of visitation)

Present in therapy: (Number of students present, but involved in therapy at time of visitation)

Total present: (Sum of those listed in preceding 3 items)

Subject of lesson: (Description of content areas being taught, e.g. reading, grooming, etc.)

Format: (Description of grouping pattern(s) during the lesson, e.g. large group, small groups, individual, etc.)

Room Arrangement: Space has been left on the cover sheet for the observer to sketch the arrangement of furniture, dividers, and materials in the classroom. Typically, when discussing program development with a teacher, the administrators will make recommendations based on one visitation or observation of the class or program.

Often a graphic representation of the room arrangement provides insights into certain modifications that may be beneficial for the program delivery. A diagram of seating patterns, use of room dividers, furniture arrangements, and traffic flow, is helpful in discussing optimal environments.

About the Checklist

The checklist is designed for easy use during classroom observation. Each item is represented on a scale from 1 to 5, with a continuum of options listed directly below the scale. The user circles the number that most closely approximates the conditions found in the classroom being observed or rated. Data recorded on the checklist is used to compile the summary sheets found at the conclusion of the checklist.

This portion of the manual provides a description and a rationale for each item in the checklist. To facilitate use of the scale, the rationale is not repeated on the checklist itself; therefore, the user is cautioned to keep this manual handy should any question about an item arise.

I. Individualized Education Plan

The first portion of the checklist deals with the I.E.P. The Individualized Education Plan is an essential component of the Education for all Handicapped Children Act (P.L. 94-142, 1975). The I.E.P. assures a partnership between the parents of the handicapped child and the school in preparing the student's entire school program. This innovation has been hailed by parents, educators, advocates and legislators as the most important feature in program planning for handicapped children.

There are seven mandated components in the I.E.P.: primary assignment, related services, duration of services, current levels of functioning, annual goals and short-term objectives, assessment methodology for attainment of short-term goals, and program review dates. In addition, the person responsible for program implementation (usually the principal) is listed on the cover page.

In order for the IEP to be utilized properly, a copy must be kept in the classroom and referred to regularly. The objectives must be monitored and progress recorded on the IEP, and the objectives should be updated regularly.

Items a through e deal with the IEP.

a. IEP in the classroom

5	4	3	2	1
all IEP's are available in classroom		some IEP's are available in classroom		no IEP's are available in classroom

Explanation: The school should have two copies of the IEP. One should be in the confidential Child Study Evaluation Team file (usually located in a locked file in the office) and the other in the child's classroom. It is essential that the teacher have a current IEP in the classroom for every special education child on roll.

b. Assessment of attainment of IEP goals

5	4	3	2	1
all IEP's contain documentation of the attainment of short-term objectives		some IEP's contain documentation of the short-term objectives		no IEP's contain documentation of attainment of short-term objectives

Explanation: The short-term objectives section of the IEP should contain a statement about the criteria for successful performance and how that performance will be assessed. Before teaching to the objective, the teacher should test the child to determine his/her specific competency in that area. An indication that the teacher has done so should be noted on the IEP.

c. Pupils engaged in tasks as delineated by the IEP

5	4	3	2	1
work samples or other documentation available for all goals in the IEP		documentation available for some goals in the IEP		no documentation available for any goals in the IEP

Explanation: The IEP should contain goals and objectives for the child's total special education program. Evidence of the child's daily work should be supported by work samples, charts, graphs, progress reports, anecdotal reports, curriculum checklists and/or any other system which will document the child's day-to-day classroom activities. If the child is mainstreamed into a regular class and no program modifications are necessary, the goals and objectives within the regular education curriculum do not have to appear on the IEP.

d. Annual Goals

5----------4----------3----------2----------1

annual goals are a reflection of the student's present educational levels as stated in the IEP	some annual goals are a reflection of the student's present educational levels as stated in the IEP	none of the annual goals is a reflection of the student's present educational levels as stated in the II

Explanation: The annual goals are broad-based in nature. They should be derived from the child's current levels of functioning as noted on the IEP. They do not require monitoring in regard to criteria for successful performance, since they are all broken down into component/objectives, as defined in item "b" of The Checklist.

e. Short-term objectives

5----------4----------3----------2----------1

all objectives seem related to annual goals	some objectives seem related to annual goals	none of the objectives related to annual goals

Explanation: The short-term objective is the basic structure of the handicapped child's special educational program. Objectives in any one area (i.e. reading, math, etc.), should be subsumed under the annual goal for that skill area. Also, the short-term objectives should reflect the current levels of functioning and realistic expectations for the term of the IEP.

II. Record Keeping

The second portion of the checklist deals with record keeping. It is essential that the special education teacher keep ongoing records of the student's progress in all areas stated on the IEP. These records can be in the form of work samples, criterion-referenced checklists, notations of specific skill attainment, charting, frequency counts, baseline data, formal and informal inventories, or any other means that will objectively document instruction and ultimate acquisition or failure in a specific skill or behavior.

The benefits of this objective record-keeping system are found when children move from teacher-to-teacher (i.e., one school year to another) or class-to-class (i.e., mainstreaming). Everyone involved with the child will be able to translate the data into exact, current levels of functioning, thus enabling him/her to provide relevant and appropriate instruction. Norm-referenced data (i.e., grade equivalents, percentile ranking, age levels) are also helpful, but in no way should those data be used in lieu of specific documentation of skill attainment.

Items f through i deal with keeping records.

f. Student file system

5	4	3	2	1
student files available in classroom		some student files available in classroom		no student files available in classroom

Explanation: The teacher should have a folder in the classroom at all times on every student in the class. Minimally, this folder should contain: a current IEP, work samples, baseline data on behaviors, informal testing results, and anecdotal information of critical incidents. Any other information pertinent to the effective delivery of instructions is, of course, a desirable addition to the folder.

g. Individualization of instruction

5	4	3	2	1
teacher's plans reflect a variety of assignments and activities for each child		teacher's plans reflect a variety of assignments and activities for some children		teacher's plans do not reflect a variety of assignments for the individual child

Explanation: The keynote of special education for handicapped children is that the instructional programs are individualized according to demonstrated needs. The teacher must be cognizant of individual differences, and know how to plan for children according to: patterns of development, current levels of functioning, learning styles, perceptual-motor ability, prognosis for achievement in the areas to be taught, and any other considerations which may be relevant to a specific child. Individualization does not necessarily mean a child working alone with

relevant materials and being taught and reinforced by methods which are known to be appropriate for his needs on the basis of the data derived from the initial and ongoing evaluation processes.

h. Recorded teacher observation of social and/or emotional behaviors

5	4	3	2	1
all observations of student behaviors being taught are recorded		some observations of student behaviors being taught are recorded		no observations of student behaviors being taught are recorded

Explanation: Most IEP's will have at least one goal for social-emotional behavior. Baseline data and post-test observation results of the intervention must be noted on the IEP. A desirable addition would be a separate write-up of the program used to effect the behavioral changes, with supporting documentation of the success of the intervention.

i. Informal testing

5	4	3	2	1
informal test data in all student's files		some student's files have informal test data		no evidence of informal test data in student's files

Explanation: Most of the skills taught in the special education classroom will be monitored on a criterion-referenced testing basis. This will necessitate teacher designed tests which will reflect the acquisition of the specific materials being taught. These informal tests should be in each student's file.

III. Materials and Equipment

Items j and k refer to the instructional materials and classroom equipment available to the students.

j. Individualization of materials

5	4	3	2	1
all pupils work with materials that reflect individual functional levels		some pupils work with materials that reflect individual functional levels		no pupils work with materials that reflect individual functional levels

Explanation: Individualization of materials refers to the concept that materials are to be selected by referring to the achievement levels and learning styles of each student. Thus, an optimal program would have all pupils using materials which reflect their specific achievement levels and learning styles. Under no circumstances should a student be given materials inappropriate for his needs, just because the rest of the class/group are using them.

k. Suitability of furniture and equipment for a particular exceptionality being served in that classroom

5	4	3	2	1
all furniture and equipment suitable for needs of physical and learning requirements of students in the class		some furniture and equipment suitable for needs of physical and learning requirements of students in the class		no furniture and equipment suitable for needs of physical and learning requirements of students in the class

Explanation: The types of furniture and equipment and the physical condition of the classroom are important in providing an atmosphere which fosters opportunities for meeting the unique needs of handicapped students.

The needs of the mildly handicapped closely approximate those of their non-exceptional peers. Desks and furniture used in the classroom should be size-and-height-appropriate. Classroom modifications such as learning centers, room dividers and study carrels are sometimes desirable for special-needs students who are labeled as Learning Disabled (LD), Socially and Emotionally Disturbed (SED), or Educable Mentally Retarded (EMR), due to their need for a more highly-structured learning situation. Special Education program philosophy also focuses on attainment of individual goals as stated in the IEP: thus, the furniture and equipment should be appropriate for the attainment of the IEP goals.

The more severely handicapped have somewhat different needs, and this is

reflected in the types of furniture and equipment that should be a part of their program. Some additions could include: mats, wedges, wheelchairs, rugs, communication boards, and/or other specialized furniture and equipment which has been designed to meet the needs of these handicapped youngsters. Furniture and equipment in a program for moderately to severely impaired youngsters are at times of the utmost importance in program implementation and in facilitating goal achievement as stated in each pupil's IEP.

IV. Planning for classroom interaction

Items l, m, and n refer to the social environment in the classroom.

1. Intra-class groupings

5	4	3	2	1
all objective data on academic skills and behavior is used in determining intra-class grouping		some objective data on academic skills and behavior is used to determine intra-class grouping		no objective data used for placing students in intra-class grouping

Explanation: Intra-class grouping refers to using students' academic abilities and behaviors as a basis for instructional groups. It is not feasible or desirable to have a purely individualized special education program that does not provide opportunities for peer interaction. When small-group instruction is appropriate, the basis for group composition should be determined by both academic and behavioral characteristics. That is, objective data for both specific academic and social skills should be the criteria upon which a special education teacher bases his decision for intra-class groupings.

m. Pupil Responsibility

5----------4----------3----------2----------1

pupils carry out individual assignments independently

pupils do not carry out individual assignments independently

Explanation: Pupil responsibility for his/her role in the classroom process is a major goal of special education. Specifically, pupil responsibility refers to that part of education which fosters independence in appropriate situations rather than dependence on peers or the adults in charge.

One of the philosophies of special education programs, as well as the intent of P.L. 94-142, is to make each handicapped student a productive member of our society. This can be achieved through careful planning, with opportunities built into the program for encouraging responsibility in the classroom, school and community. The structuring of tasks and directions, along with a classroom climate that enables pupils to carry out assigned tasks independently, may be viewed as a program which meets the global goal of independence. This concept is appropriate for all levels of handicapping conditions, mild to severe. Pupil responsibility encompasses not only completing given assignments, but also complying with social behavior standards that are a part of every instructional program.

n. Peer Cooperation

5----------4----------3----------2----------1

pupils help each other with classroom tasks

pupils sometimes help each other with classroom tasks

pupils never help each other with classroom tasks

Explanation: Peer cooperation is a necessary component of a special education program because it encompasses those social skills we not only expect of children in the classroom, but of each other on a daily basis. Pupils enrolled in special programs should be encouraged and reinforced for helping each other in both social and academic tasks. Peer cooperation in programs for the mildly handicapped should approximate the same types of peer tutoring and cooperation that is encouraged in regular education programs. The ongoing effort for organizing peer cooperation may need more careful planning and coordination than in the regular education program. The need for such cooperation and interaction is essential if all of the various levels of social and academic functioning are to be met as prescribed in each youngster's IEP. Current educational levels, and social/emotional adjustment will determine how pupils will be assigned to work with their peers.

V. Working with Other Personnel

The last section of the checklist deals with staff interaction. Working with other personnel is inherent in the multidisciplinary team concept, not only in the identification phase for a potentially handicapped child, but in the implementation of the ongoing therapies as well. In addition to the clinicians who work with the special education program, there are aides, special subject teachers, and administrative personnel whose involvement must be monitored and, at times, coordinated by the special class teacher.

Items o through r deal with working relationships.

o. Responsibilities of classroom aides

5----------4----------3----------2----------1

aide's responsibility is defined in writing	role of aide is defined only by discussion	no clear role ever defined for classroom aide

Explanation: In order for a special education program to operate at an efficient level, the role and responsibilities of the aide must be well defined and operationalized. Supervision of the aide should be a joint effort between the principal and teacher. Ideally, the duties of the program aide should be discussed and placed in writing. Such duties not only include daily responsibilities, but also job limitations (i.e., instructional planning, direct instruction, etc.). When the roles and responsibilities of the aide are put into writing, the dynamics of teacher/aide interaction are improved and activities are understood and agreed upon by the principal, teacher and aide.

p. Daily schedule for aides

5----------4----------3----------2----------1

scheduled duties during instructional periods are in writing	scheduled duties during instructional periods have been discussed but are not written	no schedule for aide's duties has been written or discussed

Explanation: A daily schedule for the aide is necessary if the special education teacher is to fully implement the goals and objectives as described in each student's IEP. The daily schedule provides the aide with understanding and knowledge of his/her responsibilities. A written schedule of specific job duties further clarifies and defines the school day. There should be specific times for activities such as material duplication, instructional support, escorting children from busses or any other duties that are contractual and have been discussed by teacher, principal and aide. A written daily schedule for the aide saves teacher time in daily supervision and provides more time for pupil supervision. It also allows the principal to monitor the types of activities that are ongoing in a special education program.

q. Utilization of school-based ancillary personnel

5----------4----------3----------2----------1

a variety of resource personnel serves teachers and/or pupils on a regularly scheduled basis	resource personnel serve teachers and/or pupils only when called upon	resource personnel do not serve teachers and/or students

Explanation: Utilization of school-based ancillary personnel is required to provide each special education student with a comprehensive program that meets his/her individual needs.

The operation of special education programs requires that continual communication occur among staff members. School-based ancillary personnel include the Psychologist, Educational Evaluator or Instructional Advisor, Speech Therapist, Physical Therapist/Occupational Therapist, Vision and Hearing Itinerants, and any other personnel assigned to a building on an itinerant basis. Regular consultation with such professionals by the teacher provides the input necessary for monitoring the progress of each student. This system provides the support and documentation

required for appropriate educational programming. Teachers may consult with ancillary personnel about material selection, instructional strategies, assignment, group dynamics or individual concerns, classroom management, procedures, reinforcement schedules, community resources for student and/or family, medical problems, social/emotional problems, and other areas relating to concerns regarding handicapped children.

r. Related Services

5	4	3	2	1
all related services are being provided as specified on the IEP		some related services are being provided as specified on the IEP		no related services as specified by the IEP are being provided

Explanation: Related services are a mandated component of the IEP. An appropriate special education program is one in which all of the instructional areas are being met, and related services described on the IEP (i.e., transportation, speech, PT/OT, counseling, mainstreaming, etc.) are being provided. All services described on the IEP must be a scheduled part of the special education pupil's school program. When the services described on the IEP are not being provided, the overall special education program for the individual is not in compliance with federal, state and local mandates.

It is desirable that the special education teacher keep a log listing the dates and times that these services have been provided, so that documentation of receipt of ancillary services is available. This log provides information about the delivery of services mandated on the IEP. It can also serve as a data base for requests for changes in staffing patterns.

SUMMARY SHEETS A and B

Introduction

Summary Sheet A was designed to provide the principal and teacher with an overview of the results of the Special Education Program Checklist. Summary Sheet B provides space for recommendations that will improve the overall quality of that special educational program.

The Summary Sheets provide a vehicle for the principal and teacher to begin a dialogue about their perceptions of the special education program. During the dialogue, the future direction of the program should be determined by using the data generated by the Special Education Program Checklist. Priorities should be established and a strategy for change identified. This system enables the principal and teacher to determine their perceptions of critical program goals and fosters the communication of professions for continued program improvement.

SUMMARY SHEET A

Item Ratings

Summary Sheet A provides the teacher and principal with the opportunity to place their Item Ratings side-by-side. This enables the teacher and principal to compare their observations of overall program implementation and thus provides a springboard for objective dialogue regarding program development.

There are seven columns on the Summary Sheet. The first column is provided for the date of the observation of those items on the checklist. The checklist items are summarized and listed in the second column. The third column (Rating) is divided in half so that teachers' and principals' ratings can be placed side-by-side. The subdivisions in the third column are labeled "T" for teacher on the left and "P" for principal on the right.

Some Items or Ratings may need a brief comment and space for such is provided in the fourth column. More comprehensive comments should be noted on the appropriate section on Summary Sheet B (Recommendations).

Columns 5, 6 and 7 mirror columns 1, 3, and 4 in their content and application, and are used for follow-up visits.

SUMMARY SHEET B

Recommendations

Discuss with the teacher those areas which need change and determine who will be responsible for the changes. Under the appropriate heading (i.e., teacher, principal, etc.), list exactly what changes are to occur, by what date they are to occur, and what additional resources (people and/or material) are necessary. For example, if the IEPs were not being kept in the classroom, the principal and teacher would agree that it is the teacher's responsibility to secure them. Therefore, under "Teacher" the following objective might be stated: "A current IEP for each child in the class will be kept in a folder in the teacher's desk. Date of implementation - immediately." If the furniture or equipment and materials are not appropriate, it may be the principal's responsibility to initiate action to obtain the needed materials. Determine with the teacher the date of your next visitation.

Please keep in mind that the Special Education Checklist was designed to promote a joint effort to improve the overall special education program. It should not be used for the purpose of observation or teacher-rating.

APPENDIX

SAMPLE ROOM ARRANGEMENT

(DIAGRAM)

43

A Classroom Design for Emotionally Disturbed Children

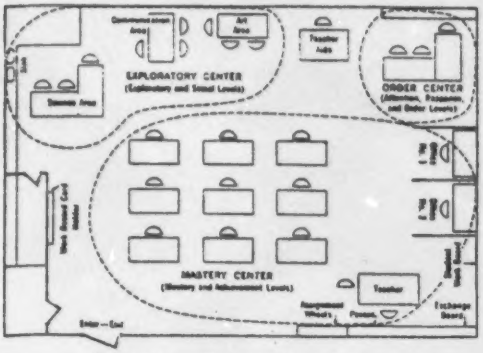

FIGURE X-1. Floorplan of an engineered classroom.

NOTE: This diagram is from The Emotionally Disturbed Child in the Classroom by Frank Hewitt, Boston: Allyn & Bacon, 1968, p. 243.

SPECIAL EDUCATION
PROGRAM CHECKLIST
FOR PRINCIPALS

SCHOOL DISTRICT OF PHILADELPHIA

COVER SHEET

SPECIAL EDUCATION PROGRAM CHECKLIST

School: _____ Date: _____

Program: _____ Time: _____

Teacher: _____ No. on roll: _____

Aide: _____ Present in Class: _____

Room #: _____ Present in Mainstream: _____

Principal/Supervisor _____ Present in Therapy: _____

Total Present _____

Subject of Lesson: _____

Format: _____

Room Arrangement (Diagram)

Draw above a diagram of the physical arrangement of room

CHECKLIST

Directions:

Circle the number on each five point scale below that best describes the program.

I. IEP

a. IEP in classroom

5	4	3	2	1
all IEP's are available in classroom		some IEP's are available in classroom		no IEP's are available in classroom

b. Assessment of attainment of IEP goals

5	4	3	2	1
all IEP's contain documentation of the attainment of the short term objectives being taught		some IEP's contain documentation of the short-term objectives being taught		no IEP's contain documentation of attainment of short-term objectives being taught

c. Pupils engaged in tasks as delineated by the IEP

5	4	3	2	1
work samples or other documentation available for goals in the IEP		documentation available for some of goals in the IEP		no documentation available for any goals in the IEP

d. Annual goals

5	4	3	2	1
annual goals are a reflection of the student's present educational levels as stated in the IEP		some annual goals are a reflection of the student's present educational levels as stated in the IEP		none of the annual goals is a reflection of the student's present educational levels as stated on the IEP

e. Short term objectives

5	4	3	2	1
all objectives seem related to annual goals		some objectives appear to be related to annual goals		none of the objectives seems to be related to annual goals

II. Record Keeping

f. Student file system

5	4	3	2	1
all students have a student file available in classroom		some students have student file available in classroom		no student files are available in classroom

g. Individualization of instruction

5	4	3	2	1
teacher's plans reflect a variety of assignments and activities for each child		teacher's plans reflect a variety of assignments and activity for some children		teacher's plans do not reflect any variety of assignments for the individual child

h. Recorded teacher observation of social and/or student behaviors

5	4	3	2	1
all observations of student behaviors being taught are recorded		some observations of student behavior being taught are recorded		no observations of student behaviors being taught are recorded

i. Informal testing

5	4	3	2	1
informal test data in all students' files		some student files have informal test data		no evidence of informal test data in student files

III. Materials and Equipment

j. Individualization of materials

5----------4----------3----------2----------1

all pupils work with materials that reflect individual functional levels

some pupils work with materials that reflect individual functional levels

no pupils work with materials that reflect individual functional levels

k. Suitability of furniture and equipment for particular exceptionality being served in classroom

5----------4----------3----------2----------1

all furniture and equipment suitable for needs of physical and learning requirements of students in the class

some furniture and equipment suitable for needs of physical and learning requirements of students in the class

no furniture and equipment suitable for needs of physical and learning requirements of students in the class

l. Intra-class groupings

5----------4----------3----------2----------1

all objective data on academic skill and behavior is used to determine intra-class groupings

some objective data on academic and behavior is used to determine intra-class groupings

no objective data used to determine intra-class groupings

m. Pupil responsibility

5----------4----------3----------2----------1

pupils carry out individual assignments independently

pupils do not carry out individual assignments independently

n. Peer cooperation

5----------4----------3----------2----------1

pupils help each other with classroom tasks

pupils sometimes help each other with classroom tasks

pupils never help each other with classroom tasks

IV. Working With Other Personnel

o. Responsibilities of classroom aides

5	4	3	2	1
aides responsibility is defined in writing		role of the aide is defined only by discussion		no clear role ever defined for classroom aide

p. Daily schedule for aides

5	4	3	2	1
scheduled duties during instructional periods are in writing		scheduled duties during instructional periods have been discussed but are not written		no schedule for aides' duties has been written or discussed

q. Utilization of school-based ancillary personnel

5	4	3	2	1
a variety of resource personnel serve teachers and/or pupils on a regular scheduled basis		resource personnel serve teachers and/or pupils only when called upon		resource personnel do not serve teachers and/or students

r. Related services

5	4	3	2	1
all related services are being provided as specified on the IEP		some related services are being provided as specified on the IEP		no related services as specified by the IEP are being provided

SPECIAL EDUCATION PROGRAM CHECKLIST

Summary Sheet A

Item Rating

Teacher: _____

Principal: _____

1	2	3	4	5	6	7
	I IEP	Score T P	Comments		Score T P	Comments
_	a - IEP in class			_		
_	b - Assessment IEP Goals			_		
_	c - IEP Tasks			_		
_	d - Annual Goals			_		
_	e - Short Term Objectives			_		
	II Record Keeping	Score T P	Comments		Score	Comments
_	f - Student File					
_	g - Individualization of Instruction			_		
_	h - Record Observation					
_	i - Informal Testing			_		
	III Materials and Equipment	Score	Comments		Score	Comments
_	j - Individualized Materials			_		
_	k - Furniture & Equipment			_		
	IV Planning for Classroom Interactions	Score T P	Comments		Score	Comments
_	l - Intra-class Groupings			_		
_	m - Pupil Responsibility			_		
_	n - Peer Cooperation			_		
	V Working with other Personnel	Score T P	Comments		Score	Comments
_	o - Aide's Responsibilities			_		
_	p - Aide's Schedule			_		
_	q - Utilization of Ancillary Personnel			_		
_	r - Related Services			_		

SPECIAL EDUCATION PROGRAM CHECKLIST

SUMMARY SHEET - B

Recommendations:

Teacher:

Principal:

Other: (counselor, therapist, etc.)

Date of next visitation

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SPECIFIC ROLE RESPONSIBILITIES

Specific Responsibilities Grid

In order to assist the school personnel in accomplishing their tasks, the School District of Philadelphia and the Alliance staff have developed a specific responsibilities grid. The grid consists of five columns. These columns provide the faculty/staff member with descriptions of the elements necessary to meet handicapped students' needs under a given circumstance. The five column headings are as follows:

1. Initiation of Task--This column presents a specific situation to which the faculty/staff member needs to react.

2. Task Description--This column presents the specific task that must be performed, given the situation identified in the first column.

3. Tools and Equipment--This column presents specific items (records, tests, assessments, standards, guidelines, etc.) that will be needed to accomplish the tasks described in column two.

4. Personnel Interface--This column assists the faculty/staff member in identifying those people who should be involved directly or indirectly in accomplishing the task described in column two.

5. Specific Outcomes--This column provides the faculty/staff member with specific information that needs to be obtained, or a specific activity that should be accomplished through the task described in column two.

This grid presentation enables the faculty/staff person to see at a glance what is needed, under what circumstances, and how to accomplish the specific task.

REPORTS TO Associate Superintendent for External Operations

CLIENTELE Central and District Office Administrative and Supervisory Personnel, School Principals

Tools/Equipment	Personnel Interface	Specific Outcome
1. • Home Rule Charter • budgets • labor market data • advisory committees • program evaluations • student performance data • OSHA standards • needs assessment • ongoing inventory procedures and documents • building codes • vendors • business and industry representatives • federal and state legislation • School District policy • administrative policy • certification requirements • inservice training	1. • advisory committees • state consultants • legal staff • personnel and labor relations • Division of Special Education • Office of Staff and Leadership Development • Field Operations • Federal Programs • representatives from business and industry • institutions of higher education • field staff • total vocational staff	1. Compliance with state, federal, and local mandates. Appropriate educational programs for all children. Full assignment of certificated and competent professional and supportive staff. Labs, shops, and classrooms for vocational training, including adaptations for handicapped students where needed.

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JOB TITLE Executive Director, Director of Vocational Education

DEPARTMENT Division of Career Education

Initiation of Task	Task Description
1. Relevant federal and state laws and regulations including P.L. 94-142, Section 504, P.L. 94-842 Pennsylvania School Code, Pennsylvania Special Education Standards, Regulations and Guidelines for Vocational Education. School District policies, assessment of student needs and assessment of staff training needs	1. • Program planning, revision, implementation, monitoring, coordination, and development • Facility planning, maintaining equipment, inventory, allocation of space, compliance with regulations regarding building codes and safety, updating of equipment, building renovation, and equipment repair • Distribution of funding • Policy development to ensure compliance with state, federal, and local mandates • Personnel functions including recruitment, selection, training and development, and evaluation of staff

JOB TITLE: Executive Director, Directors (Administrative Services, Instructional Services, Clinical Services), Assistant Directors

DEPARTMENT: Division of Special Education

Initiation of Task	Task Description
1. Relevant federal and state laws and regulations including P.L. 94-142, Section 504, P.L. 94-482, Pennsylvania School Code, Pennsylvania Special Education Standards, Pennsylvania Regulations and Guidelines for Vocational Education. Relevant court decisions and consent agreements. School District policies, assessment of student needs and assessment of staff training needs.	1. • Development and implementation of the Intermediate Unit Special Education Plan • Development, interpretation, and dissemination of policies affecting the implementation of the Intermediate Unit Special Education Plan • Allocation of special education resources to the districts on an equitable basis • Ensuring compliance by the School District with all legal mandates relating to the education of exceptional children • Budget development and fiscal management regarding all special education monies • Implementation and coordination of services which, because of their nature and scope, must be provided through the central office. These services include: • Coordination of the Child Study Evaluation Teams (CSET) • Coordination of special education research and evaluation unit activities • Coordination of federal programs • Development, implementation, and monitoring of new programs • Implementation and coordination of the Intermediate Unit Comprehensive System of Personnel Development pursuant to the commitment of the school district to train personnel to implement P.L. 94-142

REPORTS TO Associate Superintendent for External Operations

CLIENTELE Central and District Office Administrative and Supervisory Personnel, School Principal

Tools/Equipment	Personnel Interface	Specific Outcome
1. • home rule charter • board policy • administrative policy • budgets • federal and state guidelines • student performance data • program evaluation results (with current field input) • ongoing staff needs assessment • inservice training • certification requirements • advisory committees	1. • District Office Staff: District Superintendents District Special Education Administrators, Supervisors, Psychologists, Instructional Advisors • Central Office Staff: Division of Career Education, Office of Curriculum and Instruction, Field Operations, Early Childhood Education, Personnel and Labor Relations, Managing Director for Administrative Services, Research and Evaluation Federal Programs, School Facilities Planning, Office of Staff and Leadership Development	1. Compliance with state, federal, and local mandates. Appropriate educational programs for all handicapped children. Full assignment of certificated and competent professional and supportive staff.

JOB TITLE Executive Directors, Directors (Administrative Services, Instructional Services, Clerical Services), Assistant Director

DEPARTMENT Division of Special Education

Initiation of Task	Task Description
	• Review and respond to complaints relating to compliance with local, state, and federal mandates, the Commonwealth of Pennsylvania Regional Review team, Advocate organizations, parents, local task force and others at the local school level • Development and maintenance of a student tracking system as required by P.L. 94-142

REPORTS TO Associate Superintendent for External Operations

CLIENTELE Central and District Office Administrative and Supervisory Personnel, School Principals

Tools/Equipment	Personnel Interface	Specific Outcome

JOB TITLE Assistant Directors, Supervisors of Vocational Education

DEPARTMENT Division of Career Education

Initiation of Task	Task Description
1. • Need for valid beneficial programming • Relevant federal and state laws and regulations • Local school district policy	1. • Monitoring and improvement of instruction • Assist in the organization and administration of central office activities of a "specialized" area (Business Ed, Trade & Industrial, and so forth)
2. • Ongoing review and program updates • Federal, state, and local guidelines • Visitation and observation • Advisory committee input • Safety requirements • Needs assessment	2. • Curriculum development and modification • Update, select, and recommend appropriate equipment and instructional materials

REPORTS TO Associate Superintendent for External Operations

CLIENTELE Central and District Office Administrative and Supervisory Personnel, School Principals

Tools/Equipment	Personnel Interface	Specific Outcome
1. • direct observation • classroom visitation • individual and group conferences • test results • job placement records • employer feedback • input from postsecondary institutions • standards for curricula	1. • department heads • directors of vocational education • principals • director of special education • school administrative personnel • business and industry representatives	1. • Program evaluation and/or modification • Support and service to all instructional programs
2. • professional literature • needs assessments • local advisory committees • training programs • materials developed by state departments, postsecondary institutions and vendors	2. • curriculum writers from the central administrative offices, field instructional staff • business and industry advisory committee representatives • state staff • commercial publishers • teachers	2. Modified curriculum and the development of new instructional materials that reflect current technology and mandated curriculum requirements

JOB TITLE Assistant Directors and Supervisors of Vocational Education

DEPARTMENT Division of Career Education

Initiation of Task	Task Description
2. continued	2. continued

REPORTS TO Associate Superintendent for External Operations

CLIENTELE Central and District Office Administrative and Supervisory Personnel, School Principals

Tools/Equipment	Personnel Interface	Specific Outcome
2. continued • coursework standards established by industry • state regulations	2. continued • district staff • employers • vendors	

SUMMARY

The administrative and supervisory personnel work closely with the local school personnel in order to provide leadership in instituting programs and services that will ensure that handicapped students have appropriate educational opportunities in the least restrictive environment.

The administrative and supervisory staff can assist and support new teaching methods, facility modifications, and support services that are needed by these students. The administrative and supervisory personnel can also provide for regular monitoring and feedback for those who are delivering services and instruction to the students, and thus help to improve, adjust, and modify programs as necessary.

The leadership in preservice and inservice workshops as well as other methods of staff training is an important element of the administrative and supervisory staffs' responsibilities. In addition, they must be constantly aware of the CSET and the IEP process so that they may provide assurances of compliance and cooperation within the various decisions of the school district.

The specific responsibility grids are provided in order that the administrator will have an easy reference to ways and means of fulfilling responsibilities to the handicapped student.

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SELECTED READINGS

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Yara, M. T., and Zuckerman, L. Raising the Exceptional Child. Hawthorn Publishers, 1979.

ANNOTATED BIBLIOGRAPHY

71

Entries in this bibliography were collected and catalogued for the use by administrative and supervisory personnel in the Philadelphia School District. The objectives are to provide assistance:

- In the identification of materials to be utilized for both general curriculum and specialized programs;

- for locating materials that present procedures and methods for serving both special education and vocational education

Entries in this bibliography were identified through literature searches of the Educational Resources Information Center (ERIC) Clearinghouse which consists of:

- articles from over 700 journals indexed by the Current Index to Journals in Education (CIJE) and

- research reports, papers, bibliographies, and books indexed by Resources in Education. (RIE)

Insofar as possible, each catalog entry gives the title, developing institution or author with address, date, number of pages, and price An abstract follows which is drawn in most cases directly from the ERIC entry. Entries with an "ED" number included may be obtained in microfiche (MF) or hard copy (HC) from the ERIC Document Reproduction Service, Leasco Information Products, 4827 Rugby Avenue, Bethesda, Maryland, 20014.

ED193418 CE025620

An Investigation of the Vocational Directors' Role and Responsibilities in the Delivery and Evaluation of Disadvantaged and Handicapped Vocational Education Programs, as Perceived by the Local Administrator.

Final Report.

Valentine, Ivan E.; Oshima, Asahi

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

May 1979 171 p.; Small type in tables will not reproduce well. For a related document see ED 178 723

Sponsoring Agency: Colorado State Board for Community Colleges and Occupational Education, Denver.

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U. S./Colorado

Journal Announcement: RIEMAR81

A study assessed and compared perceptions of local vocational educators toward delivery and evaluation of vocational education programs for the disadvantaged and handicapped. Emphasis was on identifying factors affecting vocational education for the special needs population and areas of concern relative to these factors. A survey instrument was prepared and mailed to thirty-six vocational administrators and thirty-three supplemental services-special needs program coordinators responsible for vocational education programs for special needs students. Both groups perceived need for federal and state fiscal support, local commitment for services, availability of trained personnel, availability of relevant course offerings, and pre and in-service training opportunities for vocational teachers as factors contributing to program success. A need for professionally trained vocational support personnel to share responsibilities with local instructors was perceived. Local services identified as contributing toward program success included coordinated identification and selection processes, supplemental services, special education assistance, and availability of assistance from social agencies. The Individualized Education Program was viewed as an essential tool in program development. Other findings included (1) cooperative efforts with other agencies were significant factors in job placement, (2) vocational educators' awareness and understanding of the handicapped and disadvantaged needed to be expanded, and (3) inadequate physical facilities have been barriers to student participation. (The survey instrument is appended.) (YLB)

ED173533 CE019603

Least Restrictive Alternative for Handicapped Students. Information Series No. 143.

Tindall, Lloyd W.; Gugerty, John J.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

1979 45 p.: For related documents see CE 019 604-618

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No : 49SAH80003

Contract No.: 300-78-0032

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); SERIAL (022)

Geographic Source: U. S./Ohio

Journal Announcement: RIEDEC79

One of a series of sixteen knowledge transformation papers, this paper examines the concept of the least restrictive alternative for handicapped students as it applies to vocational education and provides representative models of service delivery systems. First, the origin of the least restrictive environment concept is traced, including the philosophy behind it, the role of the courts and legislation, and the influences of research, and of the search for racial equality. Next, vocational programs and materials are summarized that have attempted to provide least restrictive alternatives for the handicapped. Included are descriptions of the current research literature; textbooks and handbooks; professional development programs; workshops; the role of the paraprofessional; competency-based programs; models for delivery of services; techniques for teaching the trainable mentally retarded; work experience programs; two projects, one in Minnesota and one in Wisconsin; barriers to the successful completion of vocational programs by the handicapped; and the right of the handicapped to employment. Based on the author's experience, three areas are identified as basic to developing least restrictive vocational services: (1) preservice and inservice training; (2) development of a prescription foundation; and (3) teacher preparation for work with handicapped students. Recommendations are offered in the areas of planning, staff development, curriculum, and instructional materials. An extensive list of references is provided at the end. (RLG)

ED183941 CE024664

A Vocational Education Research Program in the Portland Public School District. Final Report.

Rumble, Richard R.

Portland Public Schools, Oreg.

Apr 1979 54 p.: Appendix M removed due to marginal legibility.

For related documents see CE 024 665 and ED 162 475-479

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Bureau No.: 498AH70234

Grant No.: G007702245

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U. S./Oregon

Journal Announcement: RIEAUG80

A project was conducted to improve the capacity of the Portland (Oregon) School District to fully implement individualized vocational education programs for the handicapped. Four high schools participated in the project, which involved the following activities: assessing current capabilities of the schools involved; conceptualizing and articulating collaborative planning sequences and data-based decision-making among various organizational elements within the district; developing comprehensive guidelines, operational procedures, and realistic methodologies for phasing in and implementing individualized vocational education programs; and identifying, summarizing, and disseminating materials and processes, and results related to the project. It was determined that the district has the capability to mainstream the handicapped with concurrent support services. Several publications on guidelines for mainstreaming handicapped students into vocational programs were produced. Some of the conclusions were (1) staff development is vitally necessary and effective; (2) individualized education programs need improvement in quality with more vocational educators involved; (3) procedures for identifying handicapped students are inadequate; (4) testing procedures are good but need to be made more available; and (5) more coordination, placement, follow-up, and staff development are needed. (Author/BM)

ED160891 08 CE018406

Needs Assessment Procedure: Mainstreaming Handicapped. Volume I. Final Technical Report.

Hughes, James H.; Rice, Eric

System Sciences, Inc., Chapel Hill, N.C.

May 1978 18 p.; For a related document see CE 018 407

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div of Research and Demonstration.

Bureau No.: 498AH70191

Contract No.: G007700070

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U. S./North Carolina

Journal Announcement: RIEMAR79

The design and development of a needs assessment procedure to assist local vocational education administrators in planning a mainstreaming approach for handicapped students in vocational education was the purpose of this study. The methodology involved a review of the literature on the general mainstreaming topic, program planning, needs assessment procedures, barrier identification and analysis, program evaluation, mainstreaming handicapped in vocational education, and related areas and issues. Also, interviews were conducted with special education directors in five school systems. From the studies and reports reviewed, a procedure was designed and developed. It is conceptually based on a program planning and evaluation model with four components: (1) needs assessment and barriers identification; (2) development of strategies to meet needs and overcome barriers; (3) implementation of planned strategies, and (4) evaluation. The procedure features the nominal group process technique in the needs assessment and barriers identification phase, and the force field analysis technique in the development and selection of alternative strategies. An administrator's manual was prepared to guide application of the needs assessment and planning procedure at the local education agency level. (It is available as CE 018 406. Volume II of this two-volumed report.) (Author/JH)

ED112091 CE004857

Vocational Education for Students with Special Needs: An Administrator's Handbook.

Altfest, Myra, Ed ; Hartley, Nancy, Ed.

Colorado State Univ., Ft. Collins, Dept. of Vocational Education.

Jan 1975 56 p.: For related documents, see CE 004 856-858 and CE 004 860

Sponsoring Agency: Colorado State Board for Community Colleges and Occupational Education, Denver.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEFEB76

The administrator's handbook contains seven sections, each dealing with a specific aspect of vocational education for students with special needs. Section 1 describes the process of identifying handicapped and disadvantaged students Section 2 covers assessing the needs of such students. Section 3 discusses developing district priorities to meet the student's needs in terms of personnel, special services, facilities and equipment, and special programming. Section 4 presents a system chart which summarizes in graphic form the flow of action and interrelationships between the various elements of the vocational education process. Section 5 describes various community agencies, their major emphasis, and the administrator's role in coordinating their resources for optimum use by the school system. Section 6 discusses Individual Prescriptive Education, one solution that has proved successful in satisfying the needs of handicapped and disadvantaged students. Section 7 covers evaluation for establishing accountability, upgrading program efficiency, determining services needed, recognizing problem areas, and meeting program objectives. One-third of the document consists of four appendixes which provide sample referral sheets, student data sheets and needs profiles, and instructions for the use of disadvantaged and/or handicapped supplemental services. (Author)

ED154163 08 CE015772

Mainstreaming Handicapped Students in Occupational Education: Exemplary Administrative Practices.

Terrier, Randolph B.

City Univ. of New York, N.Y. Institute for Research and Development in Occupational Education.

Mar 1978 103 p.: Parts of this document, and the entirety of Appendix E, may not reproduce well due to faint, broken, or heavy print.

Sponsoring Agency: New York State Education Dept., Albany. Div. of Occupational Education Supervision.

Report No: CASE-04-78

Grant No.: VEA-77-C-716

EDRS Price - MF01/PC05 Plus Postage.

Language: English

A study was conducted in New York State to identify the administrative factors and/or practices that contribute to successful high school programs of mainstreaming the handicapped and to develop a working report that identifies these factors and/or practices to aid occupational education administrators and supervisors in planning and evaluating programs. Twelve representative school districts were visited and interviewed by teams of advisory consultants. Nine administrative components were rated for their effectiveness, and the features of each were outlined. Then a hierarchy or priority listing was established of the significance of each component of the administrative practices. In order of their apparent importance they are as follows: (1) organization and structure of the program, (2) professional training activities, (3) personnel, (4) design of mainstreaming program, (5) support services, and (6) community and state relations. Components found to be unrelated to effectiveness were preparation for aceptance of program, evaluation, and facilities/costs. Other factors found to be relevant included the basic philosophy of staff and administrators, the size of the program, student assignment, curriculum and cooperative education. (Among appended materials are lists of staff members and sites visited, site visit interview and summer guides, a bibliography, and features of an effective mainstreaming program) (EG)

ED 49188 08 CE014697

Vocational Education for the Handicapped: A Review. Information Series No. 119.

Hull, Marc E.

Ohio State Univ., Columbus. ERIC Clearing house on Career Education.

1977 67 p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: 400-76-0122

Available from: National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 119, $5.10, quantity and series discounts available.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: BIBLIOGRAPHY (131)

Journal Announcement: RIEJUN78

A review and synthesis of programming and techniques, useful in providing vocational education to handicapped secondary and postsecondary school students is presented in this information analysis paper. Information and insights are given so that vocational administrators and supervisors can assess their efforts to provide equal opportunities for the handicapped to participate fully in all facets of vocational education including youth organizations, cooperative vocational education, vocational guidance services, and consumer education. Also, practical suggestions are included for effectively accommodating handicapped students through both regular and special instructional arrangements. Specific topics discussed include the following: rationale for the participation of the handicapped in vocational education, barriers to participation, impact of legislation, identifying the handicapped, developing appropriate program alternatives for serving the handicapped, prevocational education, role of vocational education in comprehensive secondary programming for the academically handicapped, need for interagency cooperation, curriculum and instructional materials to assist in vocational training, personnel preparation, evaluation of students and programs, and professional organizations. The conclusion is made that emphasis of the future must be one of equal access and maximum accommodation. The appendix contains descriptions of information systems on the handicapped. (TA)

ED183942 CE024665

Mainstreaming Handicapped Students. Guidelines for Increasing the Enrollment of Handicapped Learners in Vocational Cluster Programs in the Portland Public Schools. A Research Project in Vocational Education in the Portland Public Schools.

Rumble, Richard R.

Portland Public Schools, Oregon.

.Apr 7199. 181 p.: Some pages with small, light type will not reproduce well. For related documents see CE 024 664 and ED 162 475-479.

Sponsoring Agency: Office of Education (DHEW), Washington, D C.

EDRS Price - MF01/PC08 Plus Postage

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U. S/Oregon

Journal Announcement: RIEAUG80

This guide addresses steps that must be taken at various administrative levels and at the course or program level in order to successfully implement P. L. 94-142 (see CE 024 644). The guidelines, called action steps, are organized and discussed in the following categories: central administrative action; area administrative action; building level action; and course or program level action. A chart is provided giving a brief description of all the steps to be accomplished within a school district in order to successfully mainstream handicapped youth in vocational education. An annotated bibliography is also included. Several materials are appended, including Portland Public Schools Policies and Procedures regarding programs in special education; related process forms and planning formats; program outlines; and survey results and other supporting data. (BM)

ED107042 95 EC072643

Development and Implementation of Secondary Special Education Programs.

Baxter, Jan

Michigan State Dept. of Education, Lansing.

Jan 1975 35 p.

Sponsoring Agency: Office of Education (DHEW), Washington, D. C.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEOCT75

Discussed are criteria for developing and implementing secondary school special education programs leading to a high school diploma for exceptional students in Michigan. It is explained that handicapped students should be integrated into regular programs whenever possible but that an Educational Planning and Placement Committee may recommend special programs or services based on an individualized assessment of a student's needs and followed by establishment of educational goals and performance objectives. Recommended are minimal performance objectives for personal adjustment, prevocational and vocational education for students who cannot complete a regular course of study. Vocational rehabilitation services are briefly described, and an educational accountability model is presented for developing secondary level programs for the handicapped. An appendix contains procedures for involving parents, students, teacher, administrators, and community members in helping the Board of Education to select appropriate terminal objectives. (LH)

ED189753 EC124293

Mainstreaming Workshops for Vocational Administrators. Final Report.

Dahl, Peter R.

American Institutes for Research in the Behavioral Sciences. Palo Alto, Calif

Sep 1979 63 p.: Two documents previously entered in ERIC have been removed. Citations on title pages in Appendixes.

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Division of Research and Demonstration.

Report No.: AIR-FR-66900-9/79

Bureau No.: 498AH70316

Grant No.: G007702227

EDRS Price: MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U. S./California

Journal Announcement: RIEDEC80

The document presents the final report of a project to develop mainstreaming workshops to help vocational administrators in California include handicapped students in their programs. Following a needs assessment survey of approximately 500 vocational administrators, guides to material resources and support services were prepared and distributed at eight workshops which served 348 people. Among the workshop topics were: legal requirements for serving handicapped students, technical assistance available to vocational educators through the State Department of Education preparing effective individual education plans, planning programs for handicapped students, getting students ready to function on the job, equipment and workplace design, strategies for assessing and placing handicapped students in mainstream classrooms. Over 98% of those completing end of workshop questionnaires felt that the workshop would be helpful in their work. Over 80% gave one of the two most favorable responses (of four possibilities) in assessing workshop content and organization (Author/DLS)

ED167585 TM008303

Final Evaluation Report, 1976-77 Project P.A.V.E. Evaluation. Publication Number 76.57.

Austin Independent School District, Tex. Office of Research and Evaluation.

30 Jun 1977 60 p.: Best copy available

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)

Geographic Source: U.S./Texas

Journal Announcement: RIEJUL79

Project P.A.V.E., serving senior high schools in Texas, focused on four area crucial to the education of handicapped students: parental involvement, academic achievement, vocational programming, and extracurricular opportunities. This report describes the administrative arrangements of the program, and evaluates the results of the program for 1976-77, largely in comparison with stated goals and with the previous year. The evaluation focused on the viability of the program and efforts to systematize decision making. Twenty-five out of 27 activity objectives were successfully implemented during this year. (CIM)

ED185375 CE024962

Vocational Administrator's Guidebook: Mainstreaming Special Needs Students in Vocational Education.

Hoelein, Robert H., Jr.
Indiana Univ. of Pennsylvania, Indiana.

Jun 1979 131 p

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Contract No.: 94-9008

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); GENERAL REFERENCE (130)

Geographic Source: U.S./Pennsylvania

Journal Announcement: RIESEP80

This guidebook presents a systems approach to planning, implementing, and evaluating mainstream programs for special needs learners in vocational education. (The guidebook itself models this system.) It is divided into four sections and numerous subsections (components) in this order: (1) Introduction (to mainstreaming, and the approach), (2) Program Planning (six components), (3) Program Implementation (twelve components), and (4) Program Evaluation (one component). Sections 2-4 comprise the steps required in beginning a new program or improving an existing one. Although they are presented in chronological order, many of the activities from different sections are interrelated and may occur simultaneously in actual practice. Each self-contained section presents a short introduction, recommended activities, and/or guidelines related to the topic. Selected resource materials, including samples, checklists, and flowcharts, are provided to illustrate and expand the concepts, approaches, and guidelines presented. These resource materials are suitable for reproduction. Each section was written to provide users with information on concepts, alternative approaches, and specific content. Flowcharts and/or checklists are included and can be used as administrative check-off sheets for critical steps in the various processes. (YLB)

ED179770 CE023479

Administering Programs for Handicapped Students. Professional Development Series, No 3.

Albright, Leonard

American Vocational Association, Washington, D.C.; ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. 1979 25 p.

Available from: Special Publications, American Vocational Association, 2020 N. 14th St., Arlington, VA 22201 (Order No. 10379, $3.00)

EDRS Price - MF01 Plus Postage. PC Not available from EDRS.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); SERIAL (022)

Geographic Source: U.S./Ohio

Journal Announcement: RIEMAY80

Intended as a primer for administrative action, this booklet gives the vocational administrator some basic guidelines and strategies for managing vocational programs and services for handicapped students and clarifies key concepts. Of the five sections each addresses one of the major concerns of an administrator: identifying students with handicaps, the individualized education program (IEP), student placement, monitoring and evaluating special services, and managing human resources. Definitions of the handicapped and nine categories of handicap offered in the 1976 vocational education legislation (Public Law 94-482) are provided as well as suggestions for establishing identification procedures (part 1). Detailed planning for each student is discussed in terms of the IEP--its definition, participants, teacher's contribution, and format, content, and process (part 2). Implications of student placement by the administrator into the least restrictive environment are discussed next, including placement alternatives, admittance requirements, and program accessibility (part 3). An IEP status reporting system is recommended to monitor the program, and a procedure for evaluating the effectiveness of services is presented (part 4). Active teacher involvement is emphasized as important for successful implementation of program ideas and new procedures (part 5). Organization, conduction, and funding of inservice programs are discussed. A brief note on effective advisory councils to expand education and employment opportunities follows. (YLB)

ED174836 CE022468

Supportive Services for Special Needs Students in Mainstreamed Vocational Education Programs: Guidelines for Implementation.

National Evaluation Systems, Inc., Amherst, Mass.

Apr 1979 73 p.: For a related document see CE 022-467

CE 022-467

Sponsoring Agency: West Virginia State Dept. of Education, Charleston, Bureau of Vocational, Technical, and Adult Education.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S./West Virginia

Journal Announcement: RIEJAN80

Government: State

Designed for vocational instructors and local school administrative personnel, these guidelines suggest ways for improving the vocational education of mainstreamed special needs students by providing supportive services to best meet visually handicapped, orthopedically impaired, seriously emotionally disturbed, or learning disabled. The first of six sections discusses the identification of and prescription for students with special needs. Section 2 relates instructional supportive services and the role of the vocational instructor. The third section expands upon the relationship of guidance and counseling services and the role of the vocational instructor. Section 4 discusses the identification of job opportunities, job placement, and follow-up services and the role of the vocational instructor. The fifth section describes corrective and other supportive services designed specifically for those students with physical related problems and supportive services available outside the local school. The final section describes funding provisions for excess costs involved in regular vocational education programs. A sample listing of out of school support agencies providing support to persons with disabilities is given. (LRA)

APPENDICES

Appendix A

Competency-based Vocational Instruction

All students in vocational education programs will experience the competency-based instructional approach. Assessment of the student in direct relation to those competency-based programs will become a primary focus of the school psychologist's diagnostic services.

In preparing all students with job skills through vocational education, the school district is utilizing what is called Competency-based Vocational Instruction (CBVI). It is important to understand some basic points about this unique type of instruction.

Special and vocational educators are faced with the challenge of preparing students with entry-level job skills that respond to technological advances and changing work force needs. It is important for teachers to determine the criteria for successful performance of specific job skills and to know when and how to assess those skills effectively. Teachers need to know how the labor market in certain occupations will vary and how their programs can adjust to meet changing labor requirements. Teachers are also faced with the challenge of preparing students with entry-level job skills and the abilities to perform effectively in the world of work.

Competency-based vocational instruction offers a systematic and flexible instructional approach to address the challenge of changing work skills. CBVI is responsive to the different learning characteristics and learning styles of students and can incorporate a variety of teaching strategies. CBVI spells out performance requirements in the form of objectives and provides step-by-step directions that lead students toward competency, or successful demonstrated performance, of job tasks. CBVI is a flexible, systematic approach in which students work at their own pace in an individualized program. Using a sequence of performance objectives and learning experiences or activities, students work toward successful performance of occupational tasks. Their performance is evaluated on the basis of criteria stated in the performance objective.

Competency-based instruction is an approach to vocational education in which the student is required to demonstrate mastery of identified tasks in order to achieve entry-level competency for an occupation. Actual performance of a task ensures that the student has not only the cognitive knowledge required but also the ability to perform operations that are essential to the job.

Characteristics of a competency-based vocational instruction (CBVI) program are as follows:

> The CBVI program is based upon employer-verified competencies needed by entry-level workers in specific occupations. The skills, knowledge, behaviors, or attitudes can be demonstrated so that the teacher can assess a student's actual performance as identified in specific evaluation criteria.

Students know what their own learning objectives are before they start using instructional materials. Performance objectives let the student know the skills that will be learned and the criteria to be used for determining whether mastery has been achieved.

The student's learning process and instructional materials are individualized. The student's program is self-paced, within reason, and learning activities are tailored to meet individual learning styles and characteristics. Students are provided with simulated situations in order to practice and demonstrate their skills in an occupational setting.

The student participates in planned supplementary activities and uses resources designed to reinforce the learning activities. The student does not work alone all the time and frequently participates in demonstrations, group activities, and the like.

The instructional program is designed to provide immediate evaluation and feedback after each learning experience. Specific, criterion-referenced evaluation devices are used to assess the student's progress and performance.

Assessment of the student's performance is used as the primary source of evidence for determining entry-level competency. Objective evaluations of the student's knowledge, skills, performance, and attitudes are completed prior to certifying the student as competent to perform entry-level tasks within the given occupation.

The operational units are generally self-contained and include all of the information essential to accomplish the expected performance. Occasionally, outside references are required when the student can best obtain the information from the original source, or when the reference is considered to be a standard by practitioners in the occupation.

The teacher's and student's roles change. The teacher is a manager or "facilitator" of instruction rather than a dispenser of information. The teacher evaluates a student's performance when that student is ready to demonstrate mastery. The student is involved in planning the program, seeking help when needed, and maintaining awareness of progress.

These characteristics of CBVI programs are based on sound instructional practices and contribute to a solid foundation for vocational curriculum development.

Appendix B

Advisory Committee Duties

The local advisory council can assist the local educational agency with vocational education programming improvements for handicapped students in the following ways:

Develop and maintain appropriate community relations, including community acceptance of all aspects of vocational education programming for handicapped students.

Suggest and support needed local, state, and national action to ensure adequate programs for handicapped students.

Inform program staff of the specific concerns of handicapped individuals and their advocates.

Inform program staff of new developments in vocational rehabilitation, including:

- changes in the labor market that may affect employment of handicapped individuals;
- new developments in vocational assessment, counseling techniques, or curriculum design;
- changes in governmental policies on local, state, and national levels that may affect handicapped individuals;
- new developments in adaptive equipment/devices that can assist handicapped individuals in achieving daily living skills and vocational competencies.

Suggest ways for improving dissemination of program information.

Speak on behalf of community leaders in suggesting new or modified curricula.

Conduct community surveys.

Provide instructional help through resource speakers and opportunities information.

Establish standards for planning vocational facilities and for selecting equipment and instructional materials.

Assist in determining criteria for evaluating student performance in various aspects of the program.

Help develop secondary work experience and cooperative vocational education programs for handicapped students.

Assist in finding placement opportunities for students.

Provide accountability data for services provided, including placement and follow-up services.

Review, approve, and support proposals for state and federal funding.

Suggest new programs and support the administration in presentations to school board.